

2013 Report Card - Amesbury Academy Charter Public School

Amesbury Academy Charter Public School (04150505)

Norman R Hamond, Principal

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Organization Description: Horace Mann Charter School for At Risk Students Grades 7 - 12

This report card contains information required by the federal Elementary and Secondary Education Act (ESEA) for our school and district including: student enrollment and teacher qualifications, student achievement, accountability, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

Enrollment and Educator Data (2012-13 School Year)

A **highly qualified teacher** is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach. **Core academic areas** include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Self-contained classroom courses have been weighted to reflect the core academic courses within them.)

**High poverty schools** are schools in the top quartile of poverty in the state. **Low poverty schools** are in the bottom quartile of poverty in the state.

**Waivers** are granted to unlicensed or inappropriately licensed personnel upon district request if the district was unable, after making a good faith effort, to find a capable, appropriately licensed candidate for a teaching position. Waivers are valid for only one school year. For more information on waivers, please see the section entitled [About the Data](#) at the end of this document.

	School	District	State
Total Count	47	47	954,773
Race/Ethnicity (%)			
African American or Black	0.0	0.0	8.6
Asian	0.0	0.0	5.9
Hispanic or Latino	8.5	8.5	16.4
Multi-race, Non-Hispanic	4.3	4.3	2.7
Native American	0.0	0.0	0.2
Native Hawaiian or Pacific Islander	0.0	0.0	0.1
White	87.2	87.2	66.0
Gender (%)			
Male	55.3	55.3	51.2
Female	44.7	44.7	48.8
Selected Populations (%)			
English Language Learner	0.0	0.0	7.7
Low-Income	63.8	63.8	37.0
Students w/Disabilities	44.7	0.0	17.0
First Language Not English	0.0	0.0	17.3

Enrollment (2012-13)

	School	District	State
Total # of Teachers	7.2	7.2	70,635.8
Percentage of Teachers Licensed in Teaching Assignment	70.2	70.2	97.5
Total Number of Classes in Core Academic Areas	22	22	345,316
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	36.4	36.4	98.0
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	63.6	63.6	2.0
Student/Teacher Ratio	6.5 to 1	6.5 to 1	13.5 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.0	0.3

Educator Data (2012-13)

09, 10, 11, 12

Grades Offered:

2013 MCAS Results by Subgroup by Grade and Subject

\* **NOTE:** First-year ELL students are not included in achievement level or CPI results. However, first-year ELL students who took the ACCESS for ELLs test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science and Technology/Engineering participants. Please see the [principal's administration manual \(PAM\)](#) for details.

\* **NOTE:** Achievement level percentages are not calculated for groups with fewer than 10 students. Median student growth percentiles (SGP) are not calculated if the number of students included in the aggregated SGP is less than 20.

\* **NOTE:** The High needs subgroup includes students with disabilities, low income students, and English language learner/former English language learner students.

Data Last Updated on September 30, 2013

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																											
Student Group	School								District								State										
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP	Stud. Incl	Part. Rate	% at Each Level					CPI	SGP	Incl. in SGP (#)	
	#	%	A	P	NI	F		(#)	#	%	A	P	NI	F		(#)	#	%	A	P	NI	F					
Subgroups																											
Students w/disabilities	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	11,091	94	10	56	22	12	88.4	51.0	8,732	
ELL and Former ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	4,045	93	7	50	31	11	81.8	65.0	2,292	
Low income	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	23,066	96	24	58	13	4	93.5	54.0	18,612	
High needs	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	29,706	96	22	59	14	5	93.1	54.0	23,937	
Afr. Amer./Black		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	5,809	96	25	58	13	4	93.6	57.0	4,458	
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	179	95	32	59	5	3	96.9	54.0	156	
Asian		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	3,811	98	57	35	6	2	97.3	66.0	3,227	
Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	9,284	95	21	58	16	5	91.5	54.0	7,175	
Multi-race, Non-Hisp./Lat.	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1,475	97	45	47	6	2	97.0	57.0	1,286	
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	79	100	44	39	11	5	93.4	57.5	62	
White	10	91	0	100	0	0	100.0	N/A	5	10	91	0	100	0	0	100.0	N/A	5	48,058	98	51	44	4	2	98.3	57.0	43,550
Male	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	34,661	97	37	52	8	3	96.0	56.0	29,838	
Female	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	34,036	98	53	41	5	2	97.8	58.0	30,076	
ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	2,619	91	2	41	42	15	74.6	62.0	1,114	
Ever ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	9,385	96	24	52	18	6	90.4	61.0	7,075	
All Students																											
2013	12	92	0	100	0	0	100.0	N/A	7	12	92	0	100	0	0	100.0	N/A	7	68,697	98	45	46	7	2	96.9	57.0	59,914
2012	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	69,059	98	37	51	9	3	95.8	50.0	59,870	

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GRADE LEVEL 10 - MATHEMATICS																											
Student Group	School									District									State								
	Stud. Incl	Part. Rate	% at Each Level				CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level				CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level				CPI	SGP	Incl. in SGP (#)
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
Subgroups																											
Students w/disabilities	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	11,188	95	14	26	30	30	70.0	42.0	8,871
ELL and Former ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	4,097	96	17	22	29	32	64.4	45.0	2,350
Low income	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	23,120	97	33	30	22	15	81.2	45.0	18,819
High needs	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	29,807	97	30	31	23	16	80.3	45.0	24,202
Afr. Amer./Black		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	5,819	97	28	32	24	17	79.0	44.0	4,507
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	180	95	46	32	13	9	89.3	54.5	158
Asian		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	3,831	99	74	15	7	4	95.1	59.0	3,255
Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	9,318	96	27	30	24	19	76.9	42.0	7,258
Multi-race, Non-Hisp./Lat.	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,467	97	54	25	13	7	89.5	49.0	1,291
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	76	97	53	18	16	13	84.9	48.0	61
White	10	100	30	40	20	10	87.5	N/A	6	10	100	30	40	20	10	87.5	N/A	6	48,128	98	62	24	10	4	93.7	52.0	43,740
Male	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	34,803	98	55	24	13	8	89.7	53.0	30,097
Female	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	34,018	98	55	26	13	7	90.7	49.0	30,173
ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	2,678	96	10	17	30	43	55.2	41.0	1,159
Ever ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	9,449	97	34	26	22	19	77.7	47.0	7,183
All Students																											
2013	12	100	33	33	25	8	85.4	N/A	8	12	100	33	33	25	8	85.4	N/A	8	68,821	98	55	25	13	7	90.2	51.0	60,270
2012	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	69,015	98	50	28	15	7	90.0	50.0	59,816

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ALL GRADES - ENGLISH LANGUAGE ARTS																												
Student Group	School									District									State									
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)				
	#	%	A	P	NIW			(#)	#	%	A	P	NIW			(#)	#	%	A	P	NIW							
Subgroups																												
Students w/disabilities	5	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	88,956	98	2	27	38	32	66.8	43.0	64,773			
ELL and Former ELL		-	-	-	-	-	-	-		-	-	-	-	-	-	-	46,676	98	3	31	41	24	67.4	53.0	31,672			
Low income	6	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	184,999	99	7	43	34	16	77.2	47.0	141,671			
High needs	9	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	237,163	99	7	42	35	17	76.8	47.0	180,087			
Afr. Amer./Black		-	-	-	-	-	-	-		-	-	-	-	-	-	-	41,211	99	8	43	34	16	77.5	50.0	31,170			
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-		-	-	-	-	-	-	-	1,178	98	12	47	31	11	81.9	49.0	925			
Asian		-	-	-	-	-	-	-		-	-	-	-	-	-	-	28,814	99	30	48	17	6	90.7	61.0	22,450			
Hispanic/Latino	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	77,576	99	6	39	36	19	74.2	48.0	57,959			
Multi-race, Non-Hisp./Lat.	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	13,405	99	19	49	24	8	86.4	51.0	10,233			
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-		-	-	-	-	-	-	-	546	99	16	45	28	10	84.2	54.0	417			
White	10	91	0	100	0	0	100.0	N/A	5	10	91	0	100	0	0	100.0	N/A	5	333,268	99	22	54	19	5	90.5	51.0	272,368	
Male	5	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	253,683	99	14	50	26	11	84.1	48.0	200,380			
Female	7	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	242,449	99	24	51	19	6	89.6	55.0	195,188			
ELL		-	-	-	-	-	-	-		-	-	-	-	-	-	-	29,630	97	1	20	46	33	58.6	51.0	18,192			
Ever ELL		-	-	-	-	-	-	-		-	-	-	-	-	-	-	69,734	98	8	39	34	19	74.1	53.0	52,739			
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All Students																												
2013	12	92	0	100	0	0	100.0	N/A	7	12	92	0	100	0	0	100.0	N/A	7	496,175	99	19	50	23	8	86.8	51.0	395,568	
2012	7	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	497,549	99	19	50	22	9	86.7	50.0	395,772			

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ALL GRADES - MATHEMATICS																											
Student Group	School									District									State								
	Stud. Incl	Part. Rate	% at Each Level				CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level				CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level				CPI	SGP	Incl. in SGP (#)
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
Subgroups																											
Students w/disabilities	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	89,193	98	6	17	32	46	57.4	42.0	65,068
ELL and Former ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	47,046	99	11	24	33	31	63.9	53.0	31,986
Low income	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	185,392	99	13	28	33	26	69.0	46.0	142,354
High needs	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	237,745	99	13	27	33	27	68.6	46.0	180,866
Afr. Amer./Black		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	41,283	99	12	27	34	28	67.0	49.0	31,258
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	1,174	98	18	32	30	20	74.1	48.0	923
Asian		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	28,893	100	51	28	14	6	90.7	63.0	22,539
Hispanic/Latino	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	77,862	99	12	26	33	29	66.5	47.0	58,347
Multi-race, Non-Hisp./Lat.	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	13,410	99	29	31	26	15	79.9	50.0	10,256
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	546	99	23	32	26	19	77.3	52.0	416
White	10	100	30	40	20	10	87.5	N/A	6	10	100	30	40	20	10	87.5	N/A	6	333,664	99	32	35	23	10	85.1	51.0	272,908
Male	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	254,147	99	28	32	25	16	79.8	49.0	201,152
Female	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	242,827	99	29	34	25	12	81.8	52.0	195,539
ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	29,991	99	6	19	35	40	56.6	51.0	18,445
Ever ELL		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	70,126	99	17	26	30	27	68.8	52.0	53,150
All Students																											
2013	12	100	33	33	25	8	85.4	N/A	8	12	100	33	33	25	8	85.4	N/A	8	497,090	99	28	33	25	14	80.8	51.0	396,691
2012	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	497,984	99	27	32	26	15	79.9	50.0	396,357

2013 Accountability Data - Amesbury Academy Charter Public School

Accountability Information	
Accountability and Assistance Level	
Insufficient data	
This school's determination of need for special education technical assistance or intervention	
Meets Requirements – Provisional (MRP)	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	-

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		
	Less progress	More progress	
All students			-
High needs			-
Low income			-
ELL and Former ELL			-
Students w/disabilities			-
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White			-

## Amesbury Academy Charter Public School: Accountability Data Detail

[illegible][illegible][illegible]

Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		-	-	-	-	-	-	-	4	-	-

2013 English Language Arts Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	-	-	12	-	-	-	12	-
High needs	-	-	9	-	-	-	9	-
Low income	-	-	6	-	-	-	6	-
ELL and Former ELL	-	-	-	-	-	-	-	-
Students w/disabilities	-	-	5	-	-	-	5	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	1	-	-	-	1	-
Multi-race, Non-Hisp./Lat.	-	-	1	-	-	-	1	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	-	-	10	-	-	-	10	-

2013 Mathematics Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	-	-	12	-	-	-	12	-
High needs	-	-	9	-	-	-	9	-
Low income	-	-	6	-	-	-	6	-
ELL and Former ELL	-	-	-	-	-	-	-	-
Students w/disabilities	-	-	5	-	-	-	5	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	1	-	-	-	1	-
Multi-race, Non-Hisp./Lat.	-	-	1	-	-	-	1	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	-	-	10	-	-	-	10	-

2013 Science Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points



	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	-	-	5	-	-	-	5	-
High needs	-	-	4	-	-	-	4	-
Low income	-	-	3	-	-	-	3	-
ELL and Former ELL	-	-	-	-	-	-	-	-
Students w/disabilities	-	-	2	-	-	-	2	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	1	-	-	-	1	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	-	-	4	-	-	-	4	-

2013 English Language Arts Growth										
	0 10 20 30 40 50 60 70 80 90 100	2012 SGP	2013 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		-	-	-	51.0	-	7	-	-	
High needs		-	-	-	51.0	-	6	-	-	
Low income		-	-	-	51.0	-	5	-	-	
ELL and Former ELL		-	-	-	51.0	-	-	-	-	
Students w/disabilities		-	-	-	51.0	-	3	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	-	-	-	
Afr. Amer./Black		-	-	-	51.0	-	-	-	-	
Hispanic/Latino		-	-	-	51.0	-	1	-	-	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	1	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		-	-	-	51.0	-	5	-	-	

2013 Mathematics Growth										
	0 10 20 30 40 50 60 70 80 90 100	2012 SGP	2013 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		-	-	-	51.0	-	8	-	-	
High needs		-	-	-	51.0	-	7	-	-	
Low income		-	-	-	51.0	-	6	-	-	
ELL and Former ELL		-	-	-	51.0	-	-	-	-	
Students w/disabilities		-	-	-	51.0	-	3	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	-	-	-	
Afr. Amer./Black		-	-	-	51.0	-	-	-	-	
Hispanic/Latino		-	-	-	51.0	-	1	-	-	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	1	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		-	-	-	51.0	-	6	-	-	

2012 4-Year Cohort Graduation Rate									
	0 10 20 30 40 50 60 70 80 90 100	2011 Rate	2012 Rate	Change	Annual Target	6 Year Goal	N	PPI Points	Rating
All students		-	-	-	80.0	90.0	20	-	-
High needs		-	-	-	80.0	90.0	18	-	-
Low income		-	-	-	80.0	90.0	15	-	-
ELL and Former ELL		-	-	-	80.0	90.0	-	-	-
Students w/disabilities		-	-	-	80.0	90.0	11	-	-
Amer. Ind. or Alaska Nat.		-	-	-	80.0	90.0	-	-	-
Asian		-	-	-	80.0	90.0	-	-	-
Afr. Amer./Black		-	-	-	80.0	90.0	1	-	-
Hispanic/Latino		-	-	-	80.0	90.0	1	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	80.0	90.0	-	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	80.0	90.0	-	-	-
White		-	-	-	80.0	90.0	18	-	-

2011 5-Year Cohort Graduation Rate									
	0 10 20 30 40 50 60 70 80 90 100	2010 Rate	2011 Rate	Change	Annual Target	6 Year Goal	N	PPI Points	Rating
All students		-	-	-	85.0	95.0	17	-	-
High needs		-	-	-	85.0	95.0	15	-	-
Low income		-	-	-	85.0	95.0	15	-	-
ELL and Former ELL		-	-	-	85.0	95.0	-	-	-
Students w/disabilities		-	-	-	85.0	95.0	6	-	-
Amer. Ind. or Alaska Nat.		-	-	-	85.0	95.0	-	-	-
Asian		-	-	-	85.0	95.0	-	-	-
Afr. Amer./Black		-	-	-	85.0	95.0	-	-	-
Hispanic/Latino		-	-	-	85.0	95.0	1	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	85.0	95.0	-	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	85.0	95.0	-	-	-
White		-	-	-	85.0	95.0	16	-	-

[illegible]

White		-	-	-	-	-	-	-	42	-	-
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2013 MCAS Participation												
	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All students	13	-	-	-	12	-	-	-	13	-	-	-
High needs	10	-	-	-	9	-	-	-	10	-	-	-
Low income	7	-	-	-	6	-	-	-	7	-	-	-
ELL and Former ELL	-	-	-	-	-	-	-	-	-	-	-	-
Students w/disabilities	5	-	-	-	5	-	-	-	5	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino	1	-	-	-	1	-	-	-	1	-	-	-
Multi-race, Non-Hisp./Lat.	1	-	-	-	1	-	-	-	1	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	11	-	-	-	10	-	-	-	11	-	-	-

2011 Massachusetts and Nationwide NAEP Results by Student Group

*Average Scaled Scores and Percentages of Students at Each Achievement Level*

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit <http://www.doe.mass.edu/mcas/naep/faq.html>.

The following symbols are used to denote the NAEP achievement levels: **A** for Advanced, **P+** for Proficient and above, **B+** for Basic and above, **BB** for Below Basic. The symbol **"#"** means that the estimated number of students rounds to zero.

GRADE LEVEL 4 - READING												
Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% at Each Level					Avg. Scaled Score	% at Each Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	237	16	50	83	17	100	220	7	32	66	34	100
Stud. w/ Disab	213	4	22	56	44	14	186	2	11	32	68	11
LEP/FLEP	204	1	12	46	54	7	188	1	7	30	70	11
African American/Black	216	3	24	61	39	9	205	2	16	49	51	16
Asian/Pacific Islander	243	25	56	85	15	6	234	17	49	79	21	5
Hispanic/Latino	216	4	23	62	38	14	205	2	18	50	50	23
White	243	18	59	89	11	68	230	10	42	77	23	52
Low-Income	218	4	25	66	34	33	207	2	18	52	48	52

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% at Each Level					Avg. Scaled Score	% at Each Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	253	13	58	93	7	100	240	6	40	82	18	100
Stud. w/ Disab	233	3	26	76	24	16	218	2	17	55	45	12
LEP/FLEP	228	2	20	72	28	7	219	1	14	58	42	11
African American/Black	235	3	27	81	19	9	224	1	17	66	34	16
Asian/Pacific Islander	267	30	76	98	2	6	256	20	62	91	9	5
Hispanic/Latino	236	4	32	80	20	15	229	2	24	72	28	24
White	258	15	67	96	4	68	249	9	52	91	9	52
Low-Income	239	4	36	83	17	34	229	2	24	73	27	52

GRADE LEVEL 8 - READING												
Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% at Each Level					Avg. Scaled Score	% at Each Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	275	6	46	84	16	100	264	3	32	75	25	100
Stud. w/ Disab	249	1	16	59	41	14	230	#	7	36	64	10
LEP/FLEP	211	#	1	17	83	3	223	#	3	29	71	5
African American/Black	255	2	20	68	32	7	248	1	14	58	42	16
Asian/Pacific Islander	288	14	61	90	10	4	275	8	46	82	18	5
Hispanic/Latino	248	1	18	59	41	13	251	1	18	63	37	22

White	282	8	53	91	9	73	272	4	41	84	16	54
Low-Income	257	1	25	70	30	32	251	1	18	63	37	48

GRADE LEVEL 8 - MATHEMATICS												
Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% at Each Level					Avg. Scaled Score	% at Each Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	299	15	51	86	14	100	283	8	34	72	28	100
Stud. w/ Disab	268	3	16	56	44	16	249	2	9	35	65	11
LEP/FLEP	247	1	8	33	67	3	244	1	5	28	72	6
African American/Black	275	4	26	65	35	8	262	1	13	50	50	16
Asian/Pacific Islander	320	39	72	94	6	4	302	22	55	85	15	6
Hispanic/Latino	273	3	21	64	36	13	269	3	20	60	40	23
White	304	17	58	91	9	73	293	10	43	83	17	54
Low-Income	280	5	29	72	28	33	269	2	19	59	41	48

Participation Rates for Students with Disabilities and for English Language Learner Students

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Grade/Subject	# in Sample	% of Sample – Students with Disabilities	% of Sample – English Language Learners	% of Students Excluded from Original Sample
Grade 4 Reading	5,000	14	7	6
Grade 4 Mathematics	5,000	16	7	3
Grade 8 Reading	3,600	14	3	6
Grade 8 Mathematics	3,800	16	3	4

# About the Data

## Enrollment and Educator Data

**Notes:**

The total number of teachers is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by ESEA. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the ESEA-defined core subject areas they are teaching.

The waiver data included in this 2013 report card reflects only academic waivers issued during the 2012-2013 school year; it does NOT include critical shortage waivers. The schools included in the data are those in school districts and Horace Mann charter schools, all of whose teachers are required to hold an appropriate license per M.G.L. c.71, §38G. Important information about waivers:

- Waivers are valid for only one school year
- The data does not indicate whether a teacher taught under a waiver for the full year; many teachers receive the appropriate license during the school year
- The district may apply for subsequent waivers, should a teacher not obtain licensure while working under a first year waiver, but must demonstrate that the educator is making significant progress toward obtaining the required license
- The waiver percentage is based on the total number of individual for whom ESE issued academic waivers, divided by the total number of teachers in the district, as reported in the October 2010 EPIMS data collection
- A single teacher on a waiver in a smaller district would have a greater impact than on a larger district and the waiver percentages, therefore, are not comparable between districts
- Teachers in Commonwealth charter schools are required either to be licensed or to pass the teacher test, (M.G.L. c.71, §89 (ii) and 603 CMR 1.07), and are therefore not included in the data
- Horace Mann Charter School teachers are required to hold an appropriate license (M.G.L. c.71, §38G) and are therefore included in the data

## Student Groups (2012-13 School Year)

**African American/Black:** A person having origins in any of the black racial groups of Africa.

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

**First Language not English:** A student whose first language learned or used by the parent/guardian with the child is not English.

**Former ELL:** A student who has transitioned out of English Language Learner (ELL) status during the current school year or within the past two school years.

**Hispanic/Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**English Language Learner (ELL):** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

**High needs:** An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

**Low income:** An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

**Migrant:** An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

**Multi-race, Non-Hispanic/Latino:** A person selecting more than one racial category and non-Hispanic.

**American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**Native Hawaiian or Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Students with disabilities:** A student who has an Individualized Education Program (IEP) as defined under the Individuals with Disabilities Education Act.

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

## MCAS Data (Spring 2013 Results)

MCAS achievement levels include Advanced (A) in grades 3-8 and 10; Proficient (P) in grades 3-8 and 10; Needs Improvement (NI) in grades 3-8 and 10; Warning (W) in grades 3-8; and Failing (F) in grade 10.

**Advanced:** Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

**Proficient:** Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

**Needs Improvement:** Students demonstrate a partial understanding of subject matter and solve some simple problems.

**Warning/Failing:** Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

**CPI:** Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards the goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS Alternate Assessment (MCAS-Alt) tests based on how close they came



to scoring Proficient or Advanced. (For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points.) The CPI for a student group is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100.

MCAS Achievement Level (Scaled Score Range)	MCAS-Alt Achievement Level	Points Per Student
Proficient or Advanced (240-280)	Progressing (Certain disability types)*	100
Needs Improvement High (230-238)	Progressing or Emerging	75
Needs Improvement Low (220-228)	Awareness	50
Warning / Failing High (210-218)	Portfolio Incomplete	25
Warning / Failing Low (200-208)		0

\* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay. Additionally, a student must be reported as having a "high level of need."

**SGP:** Each student who participated in the MCAS ELA or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS achievement levels. Therefore, all students, regardless of the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles. School and district growth percentiles represent the growth of the median, or middle, student in the school or district. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts. For more information, go to <http://www.doe.mass.edu/mcas/growth/>

Accountability Data (2013)

Accountability and Assistance Levels

All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

Determination of need for special education technical assistance or intervention

The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on five categories: Meets Requirements (MR); Meets Requirements-At Risk (MRAR); Needs Technical Assistance (NTA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's accountability and assistance level, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities. Upon classification of a district into Level 3, two additional focus areas for special education will be reviewed at the district level and may require action: (A) over-identification of low-income students as eligible for special education and (B) inordinate separation of students with disabilities across low income and/or racial groups.

School Percentiles

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

Cumulative Progress and Performance Index (PPI)

The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over four years into a single number between 0 and 100. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

For more information on the Elementary and Secondary Education Act, please visit <http://www.doe.mass.edu/apa/titlei/esea/default.html>.

For a detailed profile of Massachusetts, please visit <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For detailed information about the accountability report, please visit <http://www.doe.mass.edu/apa/accountability/default.html>.

For more information on any of the terms used in this report card, please visit <http://profiles.doe.mass.edu/help/data.aspx>.